

# Teacher's Scoring Guide



English/Language Arts  
Applied Skills Assessment

Spring 2007  
Graduation Qualifying Exam Retest

Indiana Statewide Testing for Educational Progress

**Acknowledgment:** State of Indiana Department of Education is indebted to the following for permission to use material in this book.

All brand and product names found in this publication are the trademarks or registered trademarks of their respective companies and are not associated with the publisher of this publication.



Developed and published under contract for State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2007 by State of Indiana Department of Education. All rights reserved. Expressly for use by State of Indiana educators and citizens. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.state.in.us>. Any other use or reproduction of this document, in whole or in part, requires written permission of State of Indiana Department of Education.

## INTRODUCTION

The *ISTEP+* GQE Retest was administered during the spring of 2007 to students who entered high school (Grade 9) after August 2003. This test gave students another opportunity to pass the graduation qualifying examination. The GQE Retest consisted of two parts: (1) a multiple-choice section and (2) an applied skills section. Each part included two content areas, English/Language Arts and Mathematics. Students completed only the content area(s) of the test on which they did not previously meet the Indiana Academic Standards. The multiple-choice section of the GQE Retest was machine-scored. The applied skills section, which consisted of open-ended questions and a writing prompt, was hand-scored during March and April 2007.

The results of both the multiple-choice section and the applied skills section were returned to the schools in May 2007. Copies of student responses in the applied skills section were also returned to the schools in May 2007. It is the Indiana Department of Education's expectation that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To help in this process, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the GQE Retest Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for the GQE Retest, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 9 Indiana Academic Standards,\*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail ([istep@doe.state.in.us](mailto:istep@doe.state.in.us)) or call the Indiana Department of Education at (317) 232-9050.

\*Because *ISTEP+* is administered in the fall, the GQE Retest is based on the academic standards through Grade 9.

## INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessments developed for *ISTEP+* are based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

### Students

- **are given a writing prompt.**  
The prompt describes what the students should write about. For example, students who took the GQE Retest were asked to write a persuasive essay in which they choose a mascot for a new high school and provide specific reasons why that mascot is the best choice.
- **engage in pre-writing and drafting.**  
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**  
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**  
The focus during the editing phase is on the correct use of paragraphing, grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**  
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

## RUBRICS FOR THE WRITING ASSESSMENT

**A rubric is a description of student performance that clearly articulates the requirements for each of the score points.** Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, usage, spelling, punctuation, and capitalization. The Grades 9–12 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

## **RUBRICS FOR THE WRITING ASSESSMENT (cont.)**

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

## **SCORING NOTE FOR LANGUAGE CONVENTIONS**

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

## ENGLISH/LANGUAGE ARTS GRADE 9 INDIANA ACADEMIC STANDARDS

### ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

### ❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

### ❑ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

### ❑ **WRITING: Process**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

### ❑ **WRITING: Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

### ❑ **WRITING: English Language Conventions**

Students write using Standard English conventions.

### ❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

*(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)*

**NOTE:** This page provides an overview of the Indiana Academic Standards. The IDOE Web site at [www.doe.state.in.us](http://www.doe.state.in.us) contains a complete version of the Indiana Academic Standards, which may be downloaded.

## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

#### Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include thorough, relevant, and complete ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include many relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>accomplish the task?</li> <li>include relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>minimally accomplish the task?</li> <li>include some relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit an attempt to organize ideas logically?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>only partially accomplish the task?</li> <li>include few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>exhibit a minimal attempt to organize ideas logically?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>fail to accomplish the task?</li> <li>include very few relevant ideas?</li> </ul>	<ul style="list-style-type: none"> <li>organize ideas illogically?</li> </ul>

**Chart continues on page 9.**



## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
<b>6</b>	<ul style="list-style-type: none"> <li>exhibit exceptional word usage?</li> <li>demonstrate exceptional writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>exhibit very good word usage?</li> <li>demonstrate very good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>exhibit good word usage?</li> <li>demonstrate good writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>exhibit ordinary word usage?</li> <li>demonstrate average writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>exhibit minimal word usage?</li> <li>demonstrate minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>exhibit less than minimal word usage?</li> <li>demonstrate less than minimal writing technique?</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

**NOTE:** The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

#### Ideas and Content

**Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

**Does the writing sample include thorough, relevant, and complete ideas? Does it**

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

#### Style

**Does the writing sample exhibit exceptional word usage? Does it**

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

**Does the writing sample demonstrate exceptional writing technique?**

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it**

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 5</b>	
<p><b>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</b></p>	
<b>Ideas and Content</b>	
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 3</b>
<p><b>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b></p>
<p><b>Ideas and Content</b></p> <p><b>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p><b>Does the writing sample include some relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<p><b>Organization</b></p> <p><b>Is there an attempt to logically organize ideas in the writing sample? Does the writing</b></p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<p><b>Style</b></p> <p><b>Does the writing sample exhibit ordinary word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate average writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<p><b>Voice</b></p> <p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

#### Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

#### Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

#### Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

<b>SCORE POINT 1</b>
<p><b>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</b></p>
<p><b>Ideas and Content</b></p> <p><b>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</b></p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p><b>Does the writing sample include very few relevant ideas?</b></p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul>
<p><b>Organization</b></p> <p><b>Are the ideas in the writing sample organized illogically?</b></p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>
<p><b>Style</b></p> <p><b>Does the writing sample exhibit less than minimal word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate less than minimal writing technique? Does it</b></p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>
<p><b>Voice</b></p> <p><b>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
<b>4</b>	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a superior command of capitalization conventions?</li> <li>• Does the writing sample demonstrate a superior command of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a superior command of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a superior command of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a superior command of paragraphing?</li> <li>• Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a good control of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a good control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a good control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a good control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a good control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a good control of paragraphing?</li> <li>• Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a fair control of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a fair control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a fair control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a fair control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a fair control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a fair control of paragraphing?</li> <li>• Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a minimal control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a minimal control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a minimal control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a minimal control of paragraphing?</li> <li>• Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.



## **WRITING PROMPT AND STUDENT ANCHOR PAPERS**

The following section contains an overview of the spring 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

## Writing Prompt

WRITING: Applications/English Language Conventions

**Pages 18 and 19 provide an overview of the parts of the writing prompt.**

### Writing Prompt

The prompt describes what ideas students should include in their writing.

### A New Mascot

Read the writing prompt below and complete the writing activity.

A new high school is just about to open in your community, and the principal is requesting that local students assist in the selection of the school mascot. The principal is interested in choosing a mascot that will represent the positive and unique characteristics of the area or the school, such as the cardinal for the Ball State Cardinals or the bulldog for the Butler University Bulldogs. The selection will serve as the official name of the school's sports teams and also will appear on school-related newspapers, newsletters, brochures, and advertisements.

Think about the history, culture, industry, and geography of your area and choose a mascot that you feel would best represent the new high school. Then write a persuasive essay in which you describe the mascot and provide specific reasons to the principal why your mascot is the best choice for the new high school.

Be sure to include

- a description of the new mascot
- an explanation of how it represents your area or the new high school
- specific reasons to explain why it is the best choice for the new high school
- an introduction, a body, and a conclusion to your persuasive essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

**NOTE:** Only your writing on the lined pages in this book will be scored.

### Pre-Writing/Planning

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

## Pre-Writing/ Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

## Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on page 4 and again on page 14 of the test book include the criteria by which the writing will be judged.

## Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

## Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, word usage, spelling, punctuation, and capitalization.

## Writing Applications

### Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., writes a persuasive essay in which a mascot is chosen to represent the new high school, describes the mascot, and provides specific reasons why that mascot is the best choice).
- stays completely focused on the task and does not go off on tangents.
- provides in-depth information and strong supporting details that are fully developed (e.g., *They could be small enough to carry to the big football game to show support. Limestone Laddies and Lassies would be much easier to sell than any average mascot. Also, they are gray, which as everyone knows goes with any color*).
- organizes ideas logically and creates a meaningful, cohesive whole, first drawing the reader in with a strong introduction (e.g., *Mascots are very important to the well-being of a school's community. They are a source of pride and companionship, bringing a school together to support it's [its] athletic and academic teams*), then explaining in detail why the Limestone Laddy and Lassie are the best mascots, and finally concluding with a statement that further attempts to persuade the reader.
- has fully developed paragraphs, clear topic sentences, and fluent transitions (e.g., *Because of this; The most obvious reason; Another fabulous benefit*).
- demonstrates exceptional word usage that is appropriate to the topic and uses challenging vocabulary (e.g., *limestone is a major export for Indiana; several quarries in this area that have long been considered beautiful and historical landmarks; play sports under a less fortunate appellation*).
- is fluent and easy to read; the writer uses varied sentence patterns and complex sentence structures (e.g., *Students would without a doubt feel better about themselves, which would enable them to do better and succeed at whatever they attempt*).
- effectively adjusts language and tone to the task of writing a persuasive essay (e.g., *it is essential that schools are represented by ideal mascots that are not a source of shame or embarrassment*).
- demonstrates a strong sense of audience and an original perspective.

**NOTE:** A Score Point 6 paper is an outstanding performance and therefore is rare. This paper demonstrates the characteristics of good writing as outlined in the rubric.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- contains spelling errors, including some of the first-draft variety\* (e.g., *highschool* [high school], *prominantly displayed* [prominently displayed], *feirce* [fierce], *limestons* [limestone], *oppurtunities* [opportunities]).
- has correct grammar and word usage with minor exceptions (e.g., *it's* [its] *athletic and academic teams; relatives that* [who] *must be content*).
- uses paragraphing very effectively.
- has no run-on sentences or sentence fragments.

\*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

## Persuasive Essay

Title: The Limestone Laddies and Lassies!

Mascots are very important to the well-being of a school's community. They are a source of pride and companionship, bringing a school together to support its athletic and academic teams. Because of this, it is essential that schools are represented by ideal mascots that are not a source of shame or embarrassment. The new highschool in this community should highly consider a boy and girl made out of limestone, and known as the Limestone Laddy and Lassie, for their new mascot. The Limestone Laddies and Lassies would be an honorable and appropriate name for the school's teams, for several indisputable reasons.

The most obvious reason the Limestone Laddy and Lassie are the best choices for the mascots is that limestone is a major export for Indiana and this community. There are several quarries in this area that have long been considered beautiful and historical landmarks. Students could take pride in knowing that the material used to build the statue of their mascots (which would, of course, be prominently displayed in the front of the school building) had come from a very close location that they knew of and could visit. It would truly be a part of the community.

Another fabulous benefit of the Limestone Laddy and Lassie comes from the fact that many schools feel inferior if they have a weak mascot such as the Tiger Cub or the Banana Slug. Unlike the Limestone Laddy and Lassie, these do not instill a fierce feeling of pride and power. The Limestone Laddy and Lassie are, however, unbreakable stone! They do not crack under pressure, and entire buildings are made of the same stuff they are. Students would without a doubt feel better about themselves, which would enable them to do better and succeed at whatever they attempt.

Many other benefits would come if the new high school's teams were known as the Limestone Laddies and Lassies. One more would be that it could turn into a major fundraising crutch. People would be proud to show their miniature Limestone Laddy or Lassie off to relatives that must be content to play sports under a less fortunate appellation, such as the Martinsville Mudpies. Students could sell these miniatures, of course made of limestones, to anyone. They could also come in the form of Christmas decorations. They could be small enough to carry to the big football game to show support. Limestone Laddies and Lassies would be much easier to sell than any average mascot. Also, they are gray, which as everyone knows goes with any color. People would not feel limited to wearing only the school's color. They could wear anything—as long as it isn't the opposing team's color!

These are but a few of the fabulous opportunities that could be taken advantage of if the new community highschool adopted the Limestone Laddy and Lassie as their new mascot. Students would be thrilled to know that their culturally significant mascot was also strong, brave, and would help pay for prom.

## Writing Applications

### Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., chooses an animal as a mascot and provides specific reasons why that mascot is the best choice for the new high school). However, the topic and details are not as fully developed as those typically found in a Score Point 6 paper.
- stays focused on the topic and the task.
- includes many relevant ideas and supporting details (e.g., *The costume would be reddish-brown, and a student would be chosen to act the part of a kangaroo. A pouch would be in the front of the costume*).
- is organized logically and cohesively, with an introduction, a body of support, and a clear conclusion (e.g., *A kangaroo is a cool animal that will attract attention. This is why I think a kangaroo would be the best mascot*).
- has fully developed paragraphs with topic sentences and uses transitions between ideas (e.g., *Yet, it is a very intelligent creature; Like I said before*).
- includes word choices that make explanations precise and demonstrates control of vocabulary (e.g., *Our school's principal has a dilemma [dilemma]; A pouch would be in the front of the costume; These characteristics could represent our school*), although there is some word repetition (e.g., *fun creatures; It's fun and wild; a fun-loving animal; independant [independent] and fun-loving*).
- is easy to read and uses varied sentence patterns, including complex sentences (e.g., *Though we may not live in Australia where kangaroos roam, we do have a wide selection at the zoo where [that] many people are attracted to*).
- effectively adjusts language and tone to the task of writing a persuasive essay (e.g., *There aren't many other animals as cool as the kangaroo [,] and I think that the other students would agee [agree]*).
- demonstrates a sense of audience (e.g., *There are many unique ideas you could invent using a kangaroo*).

**NOTE:** A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *we [We]*).
- has a few punctuation errors (e.g., *The colors of our school [,] red and brown [,] match the kangaroos [kangaroo's] coat; There aren't many other animals as cool as the kangaroo [,] and I think that the other students would agee [agree]*).
- has some spelling errors (e.g., *dilema [dilemma], convienent [convenient], agee [agree], independant [independent]*).
- has a grammar error (e.g., *When a person sees a kangaroo they [he or she] will think of Kaybelle Kangaroos*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

## Persuasive Essay

Title: Kaybelle Kangaroos

A new high school has just opened for the year. It is a beautiful fall season and the leaves are in vibrant colors. Our school's principal has a dilemma. He can't figure out what should be the school's mascot. I have concluded that the Kaybelle's mascot should be a kangaroo. It would represent our school in a good way. Kangaroos are exiting, fun creatures just like our school.

We could have a kangaroo costume for all our sporting events. The costume would be reddish-brown, and a student would be chosen to act the part of a kangaroo. A pouch would be in the front of the costume. That would hold surprises like school t-shirts, candy or other treats, that the mascot could throw to the crowd at sporting events. We would have school shirts made with kangaroos on them.

A kangaroo is a great mascot for our area. Though we may not live in Australia where kangaroos roam, we do have a wide selection at the zoo where many people are attracted to. A kangaroo is convenient for the school. It's fun and wild. Yet, it is a very intelligent creature. These characteristics could represent our school. A kangaroo is an animal full of energy. It's an animal that could get the students hyper and fill them with school spirit. When a person sees a kangaroo they will think of Kaybelle Kangaroos. It is a great animal to represent our school and area.

The way it is a fun-loving animal and its many characteristics show why it is the best animal for our school. Standing at 6-feet tall, the kangaroo can be intimidating. The colors of our school red and brown match the kangaroos coat. we could even have the zoo bring a kangaroo to our football games. Like I said before, kangaroos are crazy and smart. There aren't many other animals as cool as the kangaroo and I think that the other students would agree. Everyone loves kangaroos.

The Kaybelle Kangaroos is a catchy title. Kangaroos are independant and fun-loving. There are many unique ideas you could invent using a kangaroo. A kangaroo is a cool animal that will attract attention. This is why I think a kangaroo would be the best mascot.

## Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., chooses the farmer as a mascot and provides some reasons why this is the best choice).
- stays focused on the topic.
- provides some supporting details (e.g., *our school colors could be yellow and green, representing the fields of corn and wheat and the grass*), but ideas are not fully developed, and the writing is somewhat repetitive (e.g., *the best mascot that we could choose would be farmers; I think that farmers would be the best mascot; I think farmers would be the best name*).
- progresses in a logical order with an adequate introduction and body of support, but the conclusion is weak (e.g., *Despite this fact, I think the farmers [farmer] is the best choice*).
- attempts some sophisticated vocabulary (e.g., *characteristics that are positive and unique; the economic history of our small town; our community is very diverse*).
- is easy to read but is not as fluent as a Score Point 5 paper.
- uses varied sentences and some complex sentences (e.g., *Because our community is very diverse for being so small, there are a lot of choices of a new mascot that could represent the new school*).
- displays some sense of audience (e.g., *Our mascot must have characteristics that are positive and unique to our community*).

**NOTE:** A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has no spelling errors.
- has some grammar errors (e.g., *someone could get the crowd cheering in their jean overalls, flannel shirt [shirts] and cap [caps]; I think the farmers [farmer] is the best choice*).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.



## Persuasive Essay

Title: Farmers Plant Pride for New School

A new high school is being built in our community, and there has been a request made for ideas for the new mascot. Our mascot must have characteristics that are positive and unique to our community. That is why I think that the best mascot that we could choose would be farmers.

There are many mascots that could represent our community well, but none as well as the farmer. A large part of the area's economy comes from farming. Without farmers a great deal of the area would be unused. A lot of the area is made up of farms, and I think it would be the best choice for our new mascot based on the industry, culture, and history of our small town.

If our mascot was a farmer, our school colors could be yellow and green, representing the fields of corn and wheat and the grass that grows through the spring to make hay. In our area, no matter what time of year, the golden fields are always beautiful. At sports games, someone could get the crowd cheering in their jean overalls, flannel shirt, and cap.

Based on the economic history of our small town, I think that farmers would be the best mascot for the new school. The small town, country, farming culture of our area also influences the choice of the new mascot, which is why I think farmers would be the best name.

Because our community is very diverse for being so small, there are a lot of choices of a new mascot that could represent the new school. Despite this fact, I think the farmers is the best choice.

## Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., chooses a mascot and provides some reasons why that mascot is the best choice for the new high school).
- stays focused on the topic.
- includes a few supporting details (e.g., *He should be muscular, cunning, and wise because we need to show that we are the best*).
- organizes ideas logically with a clear introduction, although the body of the essay lacks significant elaboration of ideas and the conclusion is weak (e.g., *So those are the reasons that our School [school] should use a [an] Indian Mascot [mascot.]*).
- demonstrates some attempt to use transitions (e.g., *That is why I think; So those are the reasons*).
- demonstrates some control of vocabulary (e.g., *reflects our heritage and our history; muscular, cunning, and wise; they could be our rivals*).
- attempts to use varied sentence patterns (e.g., *It represents Anytown because the city was founded by indians. [Indians,] and indians [Indians] live here and are buried here*).
- attempts to adjust language and tone to the task of writing a persuasive essay but demonstrates little sense of audience.

**NOTE:** The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

## Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *indian* [Indian], *School* [school], *Mascot* [mascot]).
- has some punctuation errors (e.g., *He should be muscular, cunning, and wise because we need to show that we are the best [.]; So those are the reasons that our School [school] should use a [an] Indian Mascot [mascot.]*).
- has minor spelling errors (e.g., *arnt* [aren't], *recognised* [recognized]).
- has correct grammar and word usage.
- shows minimal understanding of paragraphing.
- has one run-on sentence (e.g., *The Indian would be the best choice because we already have the Rebels and the Bearcats [,] and we [We] also have the Black Hawks [,] and they could be our rivals*) and no sentence fragments.

**NOTE:** In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

## Persuasive Essay

Title: \_\_\_\_\_ Mascot Ideas \_\_\_\_\_

I think we should have a mascot that reflects our heritage and our history. That is why I think our new mascot should be an indian. I think the indian should have an axe and a headdress. He should be muscular, cunning, and wise because we need to show that we are the best

It represents Anytown because the city was founded by indians. and indians live here and are buried here. Plus indians arnt as recognised as they should be.

The Indian would be the best choice because we already have the Rebels and the Bearcats and we also have the Black Hawks and they could be our rivals. So those are the reasons that our School should use a Indian Mascot

## Writing Applications

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., chooses a wolf to be the mascot and provides a few reasons to support that choice).
- exhibits some focus.
- provides a few supporting details (e.g., *The wolf was [is] the best choice because there [it is] fearless [,] and they don't [it doesn't] care about any thing [anything] that gets in there [its] way*).
- lacks development of ideas.
- presents ideas in one paragraph.
- demonstrates minimal control of vocabulary and is repetitive (e.g., *I think are [our] mascot should be a wolf because there [it is] fearless; The wolf was [is] the best choice because there [it is] fearless*).
- displays some sense of audience (e.g., *I think are [our] mascot should be a wolf*), but lacks an original perspective.

**NOTE:** On the positive side, a Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

## Language Conventions

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- contains no punctuation errors.
- has a spelling error (e.g., *awsome* [awesome]).
- has a number of grammar and word usage errors (e.g., *there [it is] fearless; They represent are [our] area good [well]; there's [there are] a lot of wooded areas; any thing [anything] that gets in there [its] way; That [That's] why I think are [our] mascot should be a wolf*).
- consists of only one paragraph.
- has no run-on sentences or sentence fragments but does have one awkwardly constructed sentence (e.g., *That [That's] why I think are [our] mascot should be a wolf and because there [it is] full of spirit*).

### Persuasive Essay

Title: \_\_\_\_\_ Are Mascot.

I think are mascot should be a wolf because there fearless and they are  
awsome. They represent are area good because there's a lot of wooded areas  
around here and that's where they play. The wolf was the best choice because  
there fearless and they don't care about any thing that gets in there way. That why  
I think are mascot should be a wolf and because there full of spirit.

## Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., chooses a panther as the mascot but makes no attempt to persuade or provide specific, convincing reasons for the choice).
- is too brief to establish a focus.
- has a weak introduction (e.g., *Our team mascot should be something that is strong*), provides little in the way of supporting details, and does not provide a conclusion.
- demonstrates little control of vocabulary (e.g., *because that goes good [well] with the school's name*) and exhibits less than minimal writing technique.
- is too brief to show a clear sense of audience.

**NOTE:** Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

## Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Like [like]*).
- has punctuation errors (e.g., *Our team mascot should be something that is strong. [,] Like [like] a panther [,] because that goes good [well] with the school's name [,] Anytown Panthers [,] and Plus. [Plus,] that is already what our mascot is*).
- contains no spelling errors.
- has a word usage error (e.g., *good [well]*).
- consists of one very brief paragraph.
- has no run-on sentences but does have a sentence fragment.

### Persuasive Essay

Title: \_\_\_\_\_ Mascot

Our team mascot should be something that is strong. Like a panther  
because that goes good with the school's name Anytown Panthers and Plus. that  
is already what our mascot is.

## INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 and in the GQE Retest is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

## **INTRODUCTION TO READING/WRITING TASKS (cont.)**

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 9 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.



## Test 2: English/Language Arts

For this test, you will read an excerpt from a book and an article. You will answer questions based on each passage. Then you will write a narrative composition on a related topic.

Have you ever been to the beach and found something unexpected? In “High Tide in Tucson,” you will read about a mother’s experience collecting shells for her daughter and finding an unusual surprise.

Now read “High Tide in Tucson” and do Numbers 1 through 5. You may look back at the passage as often as you like.

### Pre-Reading

The reading passages are preceded by an introduction that helps the student focus on the upcoming task.

Following the introduction, the student reads “High Tide in Tucson” and “Stars Atop a Silent Volcano.” A copy of these passages accompanies the student’s responses to the Applied Skills Assessment.

### Test 2—Question 1

#### READING: Literary Response and Analysis

- 1** What is the MAIN reason the narrator collected shells during her visit to the Bahamas?
- ☐ She needed to learn more about sea creatures.
  - ☐ She was bored and could find nothing else to do.
  - ☒ She wanted to share her experience with her daughter.
  - ☐ She felt guilty because her daughter did not go with her.

**Test 2—Question 2**  
**READING: Word Recognition, Fluency, and Vocabulary Development**

**2** Read this sentence from the passage.

**I rinsed my loot in the sink and packed it carefully into a plastic carton, then nested it deep in my suitcase for the journey to Arizona.**

What is the meaning of *nested* as used in this sentence?

- ☐ built a home
- ☐ placed together in a stack
- ☐ created a place to lay eggs
- ☒ settled into a protected place

**Test 2—Question 3**  
**READING: Literary Response and Analysis**

**3** Provide TWO different examples from the passage that compare the actions of the hermit crab to the actions of a human.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- “First it extended one long red talon of a leg, tap-tap-tapping like a blind man’s cane.”
- “Then came half a dozen more red legs, plus a pair of eyes on stalks, and a purple claw that snapped open and shut in a way that could not mean We Come in Friendship.”
- “It scrambled around the underside of the table’s rim, swift and sure and fearless like a rock climber’s dream.”
- “...it lunged and jerked its huge shell this way and that, reminding me of the scene I make whenever I’m moved to rearrange the living-room sofa by myself.”
- other relevant text-based response

**Rubric:**

- |                 |                           |
|-----------------|---------------------------|
| <b>2 points</b> | versions of two exemplars |
| <b>1 point</b>  | version of one exemplar   |
| <b>0 points</b> | other                     |

### SCORE POINT 2

- 3** Provide TWO different examples from the passage that compare the actions of the hermit crab to the actions of a human.
- 1) First it extended one long red talon of a leg, tap-tap-tapping like a blind man's cane.
  - 2) In this remarkable fassion it scrambled around the underside of the table's rim, swift and sure and fearless like a rock climber's dream.

### Test 2—Question 3 Score Point 2

The response includes versions of the first and third exemplars. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

- 3** Provide TWO different examples from the passage that compare the actions of the hermit crab to the actions of a human.
- 1) the grl jumped to the far end of the room & the crab walk around on the table
  - 2) he was tapping his claw like a blind mans cane

### Test 2—Question 3 Score Point 1

The first part of the response is incorrect. The second part of the response includes a version of the first exemplar. Therefore, this response receives a Score Point 1.

### SCORE POINT 0

- 3** Provide TWO different examples from the passage that compare the actions of the hermit crab to the actions of a human.
- 1) A hermit crab has twelve legs, and clinches something with 3 to hold on.
  - 2) A human has two legs, and depends on what your holding how many arms you need.

### Test 2—Question 3 Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

**NOTE:** The responses to Numbers 3, 5, 7, and 11 do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

**Test 2—Question 4**  
**READING: Literary Response and Analysis**

- 4** The next time the mother in “High Tide in Tucson” collects shells at the beach, she will MOST LIKELY
- ☐ take more containers for the shells with her
  - ☒ check to see if the shell houses a live creature
  - ☐ be sure of the classification of each of the shells
  - ☐ check with her daughter as to the scientific names

**Test 2—Question 5**  
**READING: Literary Response and Analysis**

- 5** The mother and daughter in “High Tide in Tucson” both show enthusiasm for shells. On the lines below, give ONE example from the passage that shows the mother’s enthusiasm for shells and ONE different example that shows the daughter’s enthusiasm for shells.

**Mother’s enthusiasm:** \_\_\_\_\_

\_\_\_\_\_

**Daughter’s enthusiasm:** \_\_\_\_\_

\_\_\_\_\_

**Exemplars:**

**Mother’s enthusiasm**

- The mother enjoys gathering shells at the beach.
- The mother can’t wait until morning to show the shells to her daughter.
- The mother watches in awe as the whelk makes its way in new territory.
- The mother packs the shells carefully to preserve them for her daughter.
- The mother collects shells because she knows it will please her daughter.
- other relevant text-based example

**Daughter’s enthusiasm**

- The daughter’s face glows when she sees the shells.
- The daughter counts, sorts, and categorizes the shells, giving them amusing names.
- The daughter admires the way the whelk creeps across the table and onto the floor.
- other relevant text-based example

**Rubric:**

- |                 |                            |
|-----------------|----------------------------|
| <b>2 points</b> | versions of both exemplars |
| <b>1 point</b>  | version of one exemplar    |
| <b>0 points</b> | other                      |

**Test 2—Question 5**  
**Score Point 2**

The first part of the response is a version of the second exemplar for “Mother’s enthusiasm.” The second part of the response is a version of the second exemplar for “Daughter’s enthusiasm.” The total response receives full credit for a Score Point 2.

**SCORE POINT 2**

- 5** The mother and daughter in “High Tide in Tucson” both show enthusiasm for shells. On the lines below, give ONE example from the passage that shows the mother’s enthusiasm for shells and ONE different example that shows the daughter’s enthusiasm for shells.

**Mother’s enthusiasm:** I got home in the middle of the night, but  
couldn’t wait till morning to show my hand.

**Daughter’s enthusiasm:** She laid the shells out on the table,  
counting, sorting, designating scientific categories like  
yellow-striped pinky.

**Test 2—Question 5**  
**Score Point 1**

The first part of the response is a version of the first exemplar for “Mother’s enthusiasm.” The second part of the response for “Daughter’s enthusiasm” is incorrect because it does not provide an example that shows enthusiasm. Therefore, this response receives a Score Point 1.

**SCORE POINT 1**

- 5** The mother and daughter in “High Tide in Tucson” both show enthusiasm for shells. On the lines below, give ONE example from the passage that shows the mother’s enthusiasm for shells and ONE different example that shows the daughter’s enthusiasm for shells.

**Mother’s enthusiasm:** She thinks that they are neat and that  
they would be cool to take to her daughter.

**Daughter’s enthusiasm:** She is scared of them at first

**SCORE POINT 0**

- 5** The mother and daughter in “High Tide in Tucson” both show enthusiasm for shells. On the lines below, give ONE example from the passage that shows the mother’s enthusiasm for shells and ONE different example that shows the daughter’s enthusiasm for shells.

**Mother’s enthusiasm:** felt bad for her.

\_\_\_\_\_

**Daughter’s enthusiasm:** happy for her mother

\_\_\_\_\_

**Test 2—Question 5  
Score Point 0**

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

**Test 2—Question 6**  
**READING: Literary Response and Analysis**

- 6** From the author’s description of her experience at Mauna Kea, the reader can conclude that the author is MOST LIKELY
- ☒ fascinated
  - ☐ nervous
  - ☐ patient
  - ☐ pessimistic

**Test 2—Question 7**  
**READING: Comprehension**

- 7** Read this sentence from the article.
- Only one rental car company will let renters use their vehicles on this road, so I am expecting a pockmarked dirt nightmare.**
- Give TWO different reasons why the author would make this statement at the beginning of the article.
- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- She is trying to show that she expects the trip to be dangerous/unpleasant.
- She is trying to show that the location of the observatory is isolated/in a remote area.
- She wants to create anticipation./She describes the setting as unusual and “off the beaten path.”
- She wants to show that she dreads the drive to the observatory/needs a special car.
- other relevant text-based response

**Rubric:**

- |                 |                           |
|-----------------|---------------------------|
| <b>2 points</b> | versions of two exemplars |
| <b>1 point</b>  | version of one exemplar   |
| <b>0 points</b> | other                     |



**SCORE POINT 2**

**7** Read this sentence from the article.

**Only one rental car company will let renters use their vehicles on this road, so I am expecting a pockmarked dirt nightmare.**

Give TWO different reasons why the author would make this statement at the beginning of the article.

- 1) To tell the reader that is a dangerous journey up and down the mountain.
- 2) And to tell that the narrator is scared to go up to the top.

**Test 2—Question 7  
Score Point 2**

The response includes versions of the first and fourth exemplars. The total response receives full credit for a Score Point 2.

**SCORE POINT 1**

**7** Read this sentence from the article.

**Only one rental car company will let renters use their vehicles on this road, so I am expecting a pockmarked dirt nightmare.**

Give TWO different reasons why the author would make this statement at the beginning of the article.

- 1) It is dangerous
- 2) Wants people to know only one company rents cars there.

**Test 2—Question 7  
Score Point 1**

The first part of the response includes a version of the first exemplar. The second part of the response is incorrect. Therefore, this response receives a Score Point 1.

**SCORE POINT 0**

**7** Read this sentence from the article.

**Only one rental car company will let renters use their vehicles on this road, so I am expecting a pockmarked dirt nightmare.**

Give TWO different reasons why the author would make this statement at the beginning of the article.

- 1) So people don't get the wrong rental cars
- 2) Sometimes people read the first couple of sentences.

**Test 2—Question 7  
Score Point 0**

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

**Test 2—Question 8**  
READING: Comprehension

- 8** Which of the following statements from the article is LEAST important to the MAIN idea of the article?
- ☐ “Mauna Kea, which means ‘white mountain,’ is an ideal spot for studying the cosmos.”
  - ☒ “The mantle hot spot is now enlivening Mauna Loa 30 miles away.”
  - ☐ “The summit is chilly, but inside the telescope it seems even colder.”
  - ☐ “Many of the tour takers are amateur astronomers who spend every vacation stargazing and visiting observatories.”

**Test 2—Question 9**  
READING: Word Recognition, Fluency, and Vocabulary Development

- 9** Read this sentence from the article.
- Although visitors can’t go inside many of the telescopes and can’t see the work of astronomers up close, it is still a remarkable feeling to be tiny against these great white structures, to feel a mote against the backdrop of such a monumental search.**
- What is the meaning of *monumental* as used in this sentence?
- ☐ competitive and ambitious
  - ☐ mysterious and strange
  - ☒ great and lasting
  - ☐ celebrated and famous

**Test 2—Question 10**  
**READING: Comprehension**

- 10** Which of these statements from the article BEST supports the idea that Mauna Kea “is an ideal spot for studying the cosmos”?
- ☐ “It is here that more than 106,000 people come every year to visit Mauna Kea, a long-quiet volcano.”
  - ☒ “At 4,200 meters, it is above 40 percent of the earth’s atmosphere and also above a layer of clouds.”
  - ☐ “The altitude makes engines inefficient, so filling the tank just before entering Saddle Road is essential.”
  - ☐ “Our guide explains that it costs \$35,000 a month to keep the Keck domes near freezing.”

**Test 2—Question 11**  
**READING: Literary Response and Analysis**

- 11** The author uses imagery in the last paragraph of the article to show how her attitude toward the visit to the observatory has changed. Explain what is different about her attitude and provide ONE example from the last paragraph to support your answer.

How her attitude has changed: \_\_\_\_\_

\_\_\_\_\_

Example from the last paragraph: \_\_\_\_\_

\_\_\_\_\_

**Exemplars:**

**Attitude**

- excited/awe-inspired/filled with wonder
- more positive about trip
- other relevant text-based response

**Example**

- “The light catches small flowers, which blaze like small lanterns along the road.”
- “Tufts of white grass glow against the black lava fields.”
- “Everywhere light leaps out against the dark.”
- “The four-wheel drives fall into an informal convoy and creep down the mountain.”

**SCORING NOTE FOR “EXAMPLE”:** Must be a version of one of these four sentences. No credit may be given for version of other sentences in the last paragraph.

**Rubric:**

- |                 |                            |
|-----------------|----------------------------|
| <b>2 points</b> | versions of both exemplars |
| <b>1 point</b>  | version of one exemplar    |
| <b>0 points</b> | other                      |

### SCORE POINT 2

- 11** The author uses imagery in the last paragraph of the article to show how her attitude toward the visit to the observatory has changed. Explain what is different about her attitude and provide ONE example from the last paragraph to support your answer.

How her attitude has changed: She went from being curious and realistic to being dream-like and full of amazement.

Example from the last paragraph: "The light catches the small flowers, which blaze like small lanterns along the road."

### Test 2—Question 11 Score Point 2

The first part of the response is a version of the first exemplar for "Attitude." The second part of the response is a version of the first exemplar for "Example." The total response receives full credit for a Score Point 2.

### SCORE POINT 1

- 11** The author uses imagery in the last paragraph of the article to show how her attitude toward the visit to the observatory has changed. Explain what is different about her attitude and provide ONE example from the last paragraph to support your answer.

How her attitude has changed: nervous to scared

Example from the last paragraph: Everywhere light leaps out against the dark

### Test 2—Question 11 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the third exemplar for "Example." Therefore, this response receives a Score Point 1.

### SCORE POINT 0

- 11** The author uses imagery in the last paragraph of the article to show how her attitude toward the visit to the observatory has changed. Explain what is different about her attitude and provide ONE example from the last paragraph to support your answer.

How her attitude has changed: less interested

Example from the last paragraph: I am heading back down Saddle Road.

### Test 2—Question 11 Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

**Test 2—Question 12**  
**READING: Comprehension**

**12** You want to find out more about discoveries made by astronomers at Mauna Kea. Which question would BEST help to guide your research?

- ☐ How do the large telescopes at Mauna Kea collect data?
- ☐ Who are the major astronomers who have worked at Mauna Kea?
- ☐ Why did astronomers choose Mauna Kea as a site for a large telescope array?
- ☒ What scientific information has been revealed by observations from Mauna Kea?

## Test 2—Question 13

### WRITING: Applications/English Language Conventions

**13**



Suppose that you are one of the visitors to Mauna Kea. Write a narrative composition to a friend back home in which you describe your thoughts and feelings as you approach the site of the telescopes. Write about the sights and sounds of the scene and the actions of other visitors.

**In your narrative composition, be sure to include at least TWO different details from “Stars Atop a Silent Volcano.”**

You may use the space below to plan your writing. Using the Editing Checklist on page 29, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

**Remember, your narrative composition should be well organized and have a beginning, a middle, and an end.**

**NOTE:** Only your writing on the lined pages in this book will be scored.

#### Pre-Writing/Planning

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.

This item was not scored for Reading Comprehension, and student scores were not affected.

## Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
<b>4</b>	<ul style="list-style-type: none"> <li>• fully accomplish the task?</li> <li>• include many relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit very good word usage?</li> <li>• demonstrate very good writing technique?</li> <li>• demonstrate effective adjustment of language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>3</b>	<ul style="list-style-type: none"> <li>• accomplish the task?</li> <li>• include relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit good word usage?</li> <li>• demonstrate good writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>2</b>	<ul style="list-style-type: none"> <li>• minimally accomplish the task?</li> <li>• include some relevant ideas?</li> <li>• exhibit an attempt to organize ideas logically?</li> <li>• exhibit ordinary word usage?</li> <li>• demonstrate adequate writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>
Score	Does the writing sample
<b>1</b>	<ul style="list-style-type: none"> <li>• only partially accomplish or fail to accomplish the task?</li> <li>• include few relevant ideas?</li> <li>• exhibit a minimal attempt to organize ideas logically?</li> <li>• exhibit minimal word usage?</li> <li>• demonstrate minimal or less than minimal writing technique?</li> <li>• demonstrate language and tone that may be inappropriate to task and reader?</li> </ul>

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.



## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 4</b>
<b>A Score Point 4 paper represents a solid performance. It fully accomplishes the task.</b>
<b>Ideas and Content</b>
<p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>
<b>Style</b>
<p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 3</b>
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p><b>Ideas and Content</b></p> <p><b>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea? (Writing may include minor tangents.)</li> <li>• stay mostly focused on topic and task?</li> </ul> <p><b>Does the writing sample include relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)</li> <li>• explore some facets of the topic?</li> </ul>
<p><b>Organization</b></p> <p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?</li> <li>• generally progress in an order that enhances meaning of text?</li> <li>• include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)</li> </ul>
<p><b>Style</b></p> <p><b>Does the writing sample exhibit good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?</li> <li>• demonstrate control of basic vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing fluent?</li> <li>• Does it exhibit some varied sentence patterns, including some complex sentences?</li> <li>• Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<p><b>Voice</b></p> <p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)</li> <li>• demonstrate some sense of audience?</li> <li>• attempt an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 2</b>
<b>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b>
<b>Ideas and Content</b>
<p><b>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p><b>Does the writing sample include some relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p><b>Is there an attempt to logically organize ideas in the writing sample? Does the writing</b></p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>
<b>Style</b>
<p><b>Does the writing sample exhibit ordinary word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate adequate writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>
<b>Voice</b>
<p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

<b>SCORE POINT 1</b>
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p><b>Ideas and Content</b></p> <p>Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?</p> <ul style="list-style-type: none"> <li>• Writing may attempt a main idea, or the main idea may be difficult to discern.</li> <li>• Does the writing sometimes lose focus or ineffectively establish focus?</li> </ul> <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does the writing sample include little information and few or no details?</li> <li>• Writing may explore only one or two facets of the topic.</li> </ul>
<p><b>Organization</b></p> <p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>
<p><b>Style</b></p> <p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Words may be used incorrectly.)</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal or less than minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some or little fluency?</li> <li>• Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>
<p><b>Voice</b></p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
<b>4</b>	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a superior command of capitalization conventions?</li> <li>• Does the writing sample demonstrate a superior command of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a superior command of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a superior command of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a superior command of paragraphing?</li> <li>• Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a good control of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a good control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a good control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a good control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a good control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a good control of paragraphing?</li> <li>• Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a fair control of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a fair control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a fair control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a fair control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a fair control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a fair control of paragraphing?</li> <li>• Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?</li> </ul>
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> <li>• Does the writing sample demonstrate a minimal control of capitalization conventions?</li> <li>• Does the writing sample demonstrate a minimal control of the mechanics of punctuation?</li> <li>• Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling?</li> <li>• Does the writing sample demonstrate a minimal control of grammar and Standard English usage?</li> <li>• Does the writing sample demonstrate a minimal control of paragraphing?</li> <li>• Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 9–12.

## Extended Response Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., writes a narrative composition that vividly describes the sights, thoughts, and experiences of visiting the Mauna Kea telescope site).
- presents a variety of detailed and specific information (e.g., *I did feel better, however, when I looked down and saw clouds below me, the kind that are found in those nature magazine [magazines]; It was cool at the top, and even cooler inside the telescope*).
- organizes ideas chronologically, providing a clear beginning, middle, and end; uses transitions effectively (e.g., *Once realizing that, I started worrying if I had enough gas; Then I finally drove up to the telescopes with a tour guide*).
- demonstrates strong word usage and command of vocabulary (e.g., *They showed one of those really boring movies, like we watched in high school, with highpitched [high-pitched], whiney music that forbids you from falling asleep*).
- is fluent and easy to read; uses varied sentence structures and complex sentences (e.g., *It was so beautiful, and I was not around anything but nature; I was so anxious to get to the mountain after all I had heard about it*).
- establishes a strong sense of audience (e.g., *I was amused; who would think they would need a coat in Hawaii?; It made me want to know more of what is out there*).

## Extended Response Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has some spelling errors (e.g., *peak* [peek], *definatly* [definitely]).
- has correct grammar and word usage with a few exceptions (e.g., *magazine* [magazines]; *Our tour guide showed us a couple [of] telescopes*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

### **Narrative Composition**

On my trip to Hawaii, I visited Mauna Kea to see the enormous telescopes. I had heard so much about them and was really excited to take a peak at them. The telescopes are near the top of the mountain so I had to drive my car up there. Hiking was not an option. As I drove, I could feel the air getting thinner. It was pretty uncomfortable. I did feel better, however, when I looked down and saw clouds below me, the kind that are found in those nature magazine. It was so beautiful, and I was not around anything but nature. Once realizing that, I started worrying if I had enough gas. I was so anxious to get to the mountain after all I had heard about it.

I had to go to a visitor center before I could see the telescopes. They showed one of those really boring movies, like we watched in high school, with highpitched, whiney music that forbids you from falling asleep. Then I finally drove up to the telescopes with a tour guide. It was cool at the top, and even cooler inside the telescope. I was amused; who would think they would need a coat in Hawaii?

Our tour guide showed us a couple telescopes. We were not allowed to do much, not even watch the astronomers. I was kind of disappointed. I came all this way to see these wonderful telescopes and could not see how they were used. The other visitors in my group were excited and could not wait to tell their friends. Maybe if I was more of a space fanatic I could share their enthusiasm. However, I can definately say this was one trip I will never forget. The telescopes were pretty impressive. It made me want to know more of what is out there.

## Extended Response Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing the specific points of the prompt, but the response is not as fully developed as the Score Point 4 response (i.e., writes a narrative composition that describes the sights, thoughts, and experiences of visiting the Mauna Kea telescope site).
- includes some supporting details (e.g., *There were 13 different types of telescopes used for their research of the universe*).
- is organized chronologically; has an adequate beginning, middle, and end and uses transitions that show a narrative progression (e.g., *We finally arrive [arrive] at the top; On the drive back home from the mountain*).
- exhibits adequate control of vocabulary and word usage (e.g., *As we drive up this dusty, isolated road, chills run up my spine*).
- is easy to read; uses some varied sentence structures and complex sentences (e.g., *As we walk through, looking at all the fasinating [fascinating] equipment, we are struck in aww [awe]*).
- has a sense of audience (e.g., *I was on my way to Mauna Kea Mountain; I can't wait till I can come back*).

## Extended Response Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation.
- has some spelling errors (e.g., *unactive* [inactive], *arrive* [arrive], *fasinating* [fascinating], *aww* [awe], *frightning* [frightening]).
- has some errors in grammar (e.g., *The high altitude make [makes] it very cold and dry; It [was] worth the frightning [frightening] drive*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.



### **Narrative Composition**

As we drive up this dusty, isolated road, chills run up my spine. I was on my way to Mauna Kea Mountain. It is an inactive volcano which is used for research. At 4,200 meters it lies above 40 percent of the Earth's atmosphere. The high altitude makes it very cold and dry.

We finally arrive at the top, after a scary ride up the mountain. As we walk through, looking at all the fascinating equipment, we are struck in awe. I had never seen such a sight. There were 13 different types of telescopes used for their research of the universe.

On the drive back home from the mountain, I felt on top of the world. It had been a great trip. It was worth the frightening drive I had endured. I can't wait till I can come back.

## Extended Response Writing Applications

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to write a narrative composition about the sights and experiences of visiting the telescopes at Mauna Kea, but lacks development of ideas and focuses primarily on describing the volcano).
- provides minimal detail (e.g., *Our Austronomer [astronomer] told us that this Volcano [volcano] has bin [been] inactive for about 4,500 years.*).
- makes an attempt to organize ideas in one paragraph with a brief beginning and middle, but no conclusion.
- exhibits minimal word usage and writing technique (e.g., *The volcano is located in Hawaii [Hawaii]).*
- is easy to read, but uses mainly simple sentence structures (e.g., *It is said to be the Hawaiian's [Hawaiians'] favorite volcano in all of there [their] land.*).
- has some sense of audience (e.g., *I am writing to tell you that [the] volcano Mauno [Mauna] Kea is a beatiful [beautiful] sight to see [;] it has left over [leftover] ashes from about 4,500 years before.*).

## Extended Response Language Conventions

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has some capitalization errors (e.g., *Austronomer [astronomer], Volcano [volcano]*).
- has some punctuation errors (e.g., *Hawaiian's [Hawaiians']*).
- has spelling errors (e.g., *Mauno [Mauna], beatiful [beautiful], Austronomer [astronomer], bin [been], Hawaii [Hawaii]*).
- contains a word usage error (e.g., *there [their]*).
- has adequate paragraphing.
- has one run-on sentence (e.g., *I am writing to tell you that [the] volcano Mauno [Mauna] Kea is a beatiful [beautiful] sight to see [;] it has left over [leftover] ashes from about 4,500 years before*) and no sentence fragments.

**NOTE:** In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

### Narrative Composition

Hello friends, family and all. I am writing to tell you that volcano Mauno Kea is a beatiful sight to see it has left over ashes from about 4,500 years before. Our Austronomer told us that this Volcano has bin inactive for about 4,500 years. The volcano is located in Hawaii. It is said to be the Hawaiian's favorite volcano in all of there land.

## Extended Response Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fails to accomplish the task (i.e., makes a minimal attempt to describe one sound and one sight, but the response lacks development and does not represent a narrative composition).
- provides little information and no supporting details.
- has no introduction or conclusion and is too brief to demonstrate an attempt at organization.
- uses basic vocabulary (e.g., *The volcano sounds are noseey [noisy]. The telescopes are nice*).
- is easy to read.
- is too brief to establish a sense of voice.

## Extended Response Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has one punctuation error related to the run-on sentence cited below.
- has one spelling error (e.g., *noseey [noisy]*).
- has no grammar or word usage errors.
- consists of one two-sentence paragraph.
- has one run-on sentence (e.g., *The telescopes are nice to look through [;] you can see everything*) and no sentence fragments.

### Narrative Composition

The volcano sounds are noseey. The telescopes are nice to look through you can see everything.

## NOTES

## NOTES

## NOTES



**CTB/McGraw-Hill**  
20 Ryan Ranch Road  
Monterey, California 93940-5703  
800.538.9547 | [www.ctb.com](http://www.ctb.com)



*The McGraw-Hill Companies*

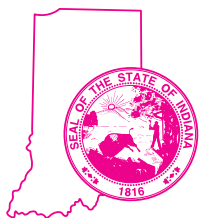
# Teacher's Scoring Guide

# Graduation Qualifying Exam Retest

## English/Language Arts

## Applied Skills Assessment

## Spring 2007



Indiana Department of Education